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ABSTRACT

The goal of Vegetable Soup, a television series for children, is to help counter the negative, destructive effects of racial prejudice and racial isolation and to reinforce and dramatize the positive, life enhancing value of human diversity in entertaining and affective presentations that children can understand and relate to. This teaching guide provides teachers with a description of the contents of various segments of the show and indicates the relationship of these segments to the overall theme of the show. Each segment is composed of three parts. The purpose of each segment is given to state the intent as perceived by the series designers and television writers, the synopsis is a brief overview of each segment containing details of the major events of each episode within the segment and the names of the main characters, and the ideas for discussion following each segment contains questions designed with the hope of promoting classroom discussion and thinking. Among the segments presented are the following: outerscope, real people, make a new friend, people's jobs, heroes, the superlative horse, story telling time, children's poetry and art, holidays, children's questions and activities. Vegetable Soup uses an interdisciplinary approach to entertain and educate elementary age children in the value of human diversity. The show offers teachers a unique opportunity to further develop children's skills in the areas of language arts, social studies, and career education. (Author/AM)

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Parent-Teacher Guide

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VEGETABLE SOUP

UD 016 035

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ACKNOWLEDGMENTS

A project of the nature and size of VEGETABLE SOUP requires the commitment of many people. How does one single out those who have dedicated their time, energy and talents to a project for the young? This television series was a concept that could have tried to achieve too much or too little. Always there were available ideas which had to be tried, revised, or discarded as evaluation dictated.

Among the many persons to whom I am indebted is Yanna Kroyt Brandt, our extraordinarily gifted Executive Producer. Working with her in a team effort made all things possible. Her talents, combined with those of William Hetzer of the Bureau of Mass Communications of the New York State Education Department, resulted in a rare achievement.With William Hetzer as Project Director, the administration of the many elements necessary to an undertaking of this scope was successfully coordinated. Under the terms of funding for this series, the Office of Health, Education, and Welfare assigned a Project Officer, Dorothea Perkins,who, as liaison with that office, often helped to resolve the various problems that arose.

Finally, thanks are due the regular secretarial and clerical staff of the Bureau of Mass Communications. Nothing could have been managed without the help of Eileen Canning, Jane Carr, Helen Hatla:, Betty Stewart, and Florence Wanger. Young people everywhere who will enjoy VEGETABLE SOUP will always be indebted to the many others who helped develop this series and for whose names there is insufficient space.

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The Advisory Committee for VEGETABLE SOUP

A state-wide Advisory Committee offering the ideas and concepts of interrelationship of minority groups met on the average of once a month from May, 1973 through May, 1975.

The members represented the following civic and community organizations: The National Urban League; ASPIRA of New York, Inc.; The Albany Board of Education; Building Bridges to Better Bilingual Education; The Hadley-Luzerne School District; Seneca Nation Education Program; St.Peter's School, Troy; The National Association for the Advancement of Colored People; Office of Human Relations of Schenectady Public Schools; Shenendehowa Public Schools; The Daughters of Abigail; The Troy Board of Education; The Albany YWCA Day Care Center; Asian Americans for Fair Media.

The members were:Ms.Aiko Abe, Ms. Angela Bazley,Mr.Reginald Brown, Ms.Alice Cardona,Ms.Helen Cavanaugh, Mr.Sam Chu, Ms.Natalie Dickerson, Ms.Valerie Drysdale,Ms.Michelle Durand,Mr.Leonard Gereau,Dr.Medardo Gutierrez,Dr.James Hepinstall,Mr. Gerard Jemison,Sister Irene Kruse, Ms.Rubi Lorans,Mr.Albert Parker, Ms.Dorothy Paul,Ms.Wardell Robinson, Ms.Margaret Simmons, Dr. Seth Spellman,Ms.Mary Stierer,Ms.Luz Tirado, Ms.Lourdes Travieso,Ms.Doris Vineberg, and Ms.Emily White. The committee played an important role in analyzing and evaluating pilot materials for use in the series.

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TO THE TEACHER

The Series

The goal of VEGETABLE SOUP is to help counter the negative, destructive effects of racial prejudice and racial isolation, to reinforce and dramatize the positive, life-enhancing value of human diversity in entertaining and affecting presentations that children can understand and relate to.

This is a seventy-eight-part series of fifteen-minute programs, presented in a magazine format of short, varied episodes. These segments are filled with things children love--cliff hangers, humor, fantasy, cartoons, games, crafts, songs, dances, and other children. Its underlying theme, however, is unlike anything ever attempted before on television for children.

The Series is for all children. All children are sometimes confused and troubled by the world around them. In our society, the confusion caused by racial attitudes is one of the most pressing problems children face.

The overwhelming majority of children in the United States almost never see, play with, or go to school with children of ethnic or racial groups other than their own.

Stated broadly, the objective of this series is to produce programming for children in primary and middle grades that will mitigate some of the adverse effects of racial isolation. Underlying this goal is an assumption that knowing something about the culture and background and contributions of other groups will help lessen fear and anxiety about them.

INTERDISCIPLINARY APPROACH

VEGETABLE SOUP uses an interdisciplinary approach to entertain and educate elementary-age children in the value of human diversity. The show offers the classroom teacher a unique opportunity to further develop children's skills in the following areas: Language Arts, Social Studies and Career Education.

Language Arts: The appreciation and understanding of literature is a major function of the elementary language arts curriculum. Learning such skills begins in the early grades and continues through and beyond elementary school with the ultimate goal of a mature, critical, and avid reader. Characterization, plot, setting, point of view, and theme are all elements of understanding literature. Traditionally the instruction of these elements has been limited to print material, and only recently has there been an attempt to teach literary elements outside of print material. These efforts have been limited primarily to secondary classrooms. The dramas and stories from VEGETABLE SOUP have all the elements of literature at the experience level of elementary children and can be discussed in the elementary classroom.

Given the wide range of reading levels found in most classrooms and the need to individualize instruction in order to reach all students, the literature segments provide the classroom with a common-denominator material in which all students can participate regardless of reading levels.

Social Studies: The broad aim of social studies is to help students develop methods of inquiry and understanding of the world in which they live. It is through the social studies curriculum that students gain an identification and attachment to the ideas and values of a democratic so-

ciety. VEGETABLE SOUP significantly contributes to this aim.

The social studies segments draw upon the social sciences of history, economics, anthropology, and sociology to help children acquire knowledge about the culture, background, and their contributions and those of others within the American culture.

The social studies segments foster the value of respect for others and the dignity of the individual. These segments encourage the development of skills in gathering information from a media presentation and in critical thinking.

Career Education: The purpose of career education is to familiarize students with the values of a work-oriented society--to expose them not to a single set of work values but to a variety of work values. Before any values can be adopted on the part of any individual, there has to be an exposure to careers. This element of awareness is provided in People's Jobs. The interviews concentrate on defining different types of jobs, why a particular job was chosen as a career, and the person's attitude toward the job. People's Jobs is a lively, informative segment that will increase children's understanding of the world of work.

Using The Guide:

This teaching guide is written primarily to provide teachers with a description of the contents of the various segments of the show and to indicate the relationship of these segments to the overall theme of the show. The broad aim of this guide is to help classroom teachers in their preparation for a systematic use of the program.

The Purpose of each segment is given to state the intent as perceived by the series' designers and television writers.

The Synopsis is a brief overview of each segment containing details of the major events of each episode within the segment and the names of the main characters.

The Ideas for discussion following each segment contains questions designed with the hope of promoting classroom discussion and thinking. The typical words, "How," "Why," "Explain," and "Discuss," are used because this writer's thesaurus provided no substitutes. Of course, spontaneous discussion or one planned by the teacher geared toward her or his particular classroom situation would be preferred, but the ideas provided here may be helpful on days when students lack spontaneity or the teacher's idea tank is on "Empty."

Teaching VEGETABLE SOUP, like teaching in general, requires time, hard work, willingness, and an ability to risk personal involvement. Our evaluation of the field testing in various parts of the country confirms that your efforts will be well rewarded.

Ray A. Shepard,
Adjunct Lecturer in Children's Literature
Hunter College, CCNY

OUTERSCOPE

Purpose: To teach recognition of justice and equitableness so that children will learn to perceive and reject preferential or unfair treatment.

Synopsis: OUTERSCOPE is an adventure serial starring five puppets from Earth: Edgar, Cynthia, Eleanor, Willie, Henry, and a pet cat, Betty. They travel in a homemade spaceship to different planets in outer space and at each stop they learn something about justice and how to treat people.

Take-Off: Edgar is eager to build something with the pile of planks in his backyard. Soon he is joined by four friends all ready to help out. They decide to build a spaceship so they can play space explorers. The ship is built and the children working together devise a fuel, using yeast, sugar, and water. They count down and take off.

Sani-Land: After traveling in space, OUTERSCOPE crash-lands on a strange planet called Sani-Land. The explorers are confronted by King Scrub and Queen Polish and an army of terrifying nail-files and bristling toothbrushes. The explorers are accused of being dirty, prejudged because they are outsiders. They are told, "If you were clean, you would look like us." The Sani-Landers are about to steam clean the OUTERSCOPE explorers when they observe Betty, the cat, cleaning herself. The Sani-Landers are amazed at this creature who cleans herself. This gives the kids a chance to run for their spaceship and flee from Sani-Land.

Technovek: The explorers are lost in space. The next adventure comes when they land in a place called Technovek, a place inhabited only by mysterious machines that talk and have feelings. The explorers are divided on whether to accept help from the machines. The machines give them a map and after a spirited debate the explorers decide the map is a trick. They follow the map backwards as they fly away from Technovek.

The Tree-Treats and the Yun-Yuns: Still lost in space, OUTERSCOPE follows a rainbow that leads them to a colorful land where characters that look like oranges, the Tree-Treats, have the secret of happiness. The "secret" is the Yun-Yuns, who look like onions, and do minstrel shows that make them laugh at themselves and hate themselves. These shows make the Tree-Treats feel powerful and vain. The explorers trick the Tree-Treats into changing places briefly with the Yun-Yuns. This exchange works. The Tree-Treats realize how unfairly they have treated the Yun-Yuns and as OUTERSCOPE prepares to leave, justice becomes a way of life on this strange planet.

Bakaland: Off again, this time to Bakaland, a house in the middle of space where everything is backwards. The furniture is upside down and the people, who look just like earth people, speak the opposite of earth people: "May we harm you?" instead of "May we help you?" Since the OUTERSCOPERS want to ask directions, they try hard to figure out how to communicate with the people on this planet. After a series of misadventures, their efforts finally succeed. OUTERSCOPE is off again, because of the Bakalanders' help.

Rurus: OUTERSCOPE is sucked out of space by a monster called Hategut.

The ship crashes on the planet Rurus. The crash site is halfway between two warring groups, each group accusing the other of robbery. The children are caught in the middle of this war. However, they discover the real thief is Hategut, who sings, "I'm the ugly beast/ no one could love me in the least."

The explorers convince the warring parties to hold off on their showdown. A visit by all the citizens of Rurus to Hategut's cave ends with Hategut being befriended and a truce being called. Hategut no longer feels unloved and helps rebuild the spaceship.

The Flight Home: This time they are really on their way home, and on their flight back they see each of the planets they visited and recount what they have learned.

****

IDEAS - OUTERSCOPE

TAKE-OFF:

Human Relations Concepts to be Taught: Each child has some contribution to bring to a group.

Attitudinal and Behavioral Objectives: To recognize, appreciate, and respect the contributions of each classmate.

To achieve a common goal through group interaction.

Teaching Techniques and Learning Activities:

I. Make a "Friendship Chain."
   A. Illustrate some sort of chain, and explain its purpose, i.e., to unite a group, to protect a group from something dangerous. (Demonstrate by holding hands.) If one of the links is loose, the chain will break and will be unable to do its job.
   B. Give each student a strip of paper (various colors) with his or her name printed on it. Have the first student make a ring into which the next student makes his ring, and so on throughout the class, chain-fashion. Close the ring and display it around the bulletin board.
   C. Discuss how each link in the "Friendship Chain" is important, and how the various colors add to the beauty of the chain just as each person adds to the group.

SANI-LAND: (Can also be used for "JOEY" dramas)

Human Relations Concepts to be Taught: Thoughtlessness can cause pain to others. Derogatory labels of groups can cause pain to members of the groups who are called the names.

Attitudinal and Behavioral Objectives: To recognize the problems created by prejudice and discrimination. To approach new or different people, customs, and ideas without prejudgment.

Teaching Techniques and Learning Activities:

I. Begin discussion by asking the question, "Have you ever been hurt by someone's words or name-calling?" (such as Fatso, Skinny, Littlelegs)
   A. Discuss incidents related to name-calling which have happened to the students or to someone they know.
   B. Lead students to the idea that everyone has problems to cope with everyday.

II. Discuss the meaning of the word "Sani-Land"; what "sanitary" means, what "unsanitary" means.

TECHNOVEK:

Human Relations Concepts to be Taught: Existing differences enrich the lives of all of us.

Attitudinal and Behavioral Objectives: To recognize differences in other persons and consider them in a positive light; To recognize the interdependence of all people.

Teaching Techniques and Learning Activities:

I. Begin discussion by asking the questions: "Should the children have trusted the machines? If not, why not? If yes, why? Would you have trusted the machines?"
   A. Use the following "sentence stubs" and have the children finish them, either orally or on paper, or on the blackboard:
      1. If I had to walk through the city at night
      2. People usually
      3. If I could change
      4. Success is
      5. Failure is
      6. When I see people who are different
      7. It really makes me mad when
      8. My friends
      9. One day I will
      10. I really like it when
      11. I feel comfortable with
      12. I never believe it when
      13. I always believe it when
      14. When someone doesn't believe me, I
   B. Tell the students to complete the sentences they choose with their own ideas. Assure them there are no "right" or "wrong" endings. (No names on papers).
   C. With the sentence completions as data, many kinds of activities may be planned.
      1. Class discussions: read the items to the children and let them discuss each to satisfy the following objectives:
         a. To discover that many people share the same feelings about the same things.
         b. To discover that people have different views about similar things.
         c. To decide how to change something that is unsatisfying.
         d. To define a problem.

THE TREE-TREATS AND THE YUN-YUNS

Human Relations Concepts to be Taught: There is a need for compassion and sincere understanding.

Attitudinal and Behavioral Objectives: To consider and respect the feelings of others; to learn that non-acceptance and scapegoating of others does harm to both the victims and the perpetrators.

Teaching Techniques and Learning Activities:

I. Begin discussion by asking the question: "Have you ever acted silly to make other people laugh or to try to make other people like you?"

II. Draw a house with a wide side at the front. Put a large circle to

represent the earth on the house portion. Cover it with dots, imagining each dot to represent one of the $2\frac{1}{2}$ billion people in the world. Let the children discuss the feelings of these people; need for love and friendship; need for self-importance and individuality.

III. Have children role-play similar parts as played by the Tree-Treats and Yun-Yuns. Have them reverse the roles.

BAKALAND:

Human Relations Concepts to be Taught: The world is full of people, and everyone is unique. People with their customs, languages, cultures, are suited to their differences.

Attitudinal and Behavioral Objectives: To understand that people in the world have made efforts to live together amicably; to cultivate a positive curiosity about other ways of living, speaking and behaving, and to accept these ways through understanding.

Teaching Techniques and Learning Activities:

I. Begin Discussion by asking: "Have you ever had an experience where you just did not understand what somebody said to you?" "Why do we laugh at people or things we don't know or understand?"

II. Have some students make up a "backward" language of their own and have them try to communicate with others in the class who don't know the invented language.

III. Role-playing could be employed by setting a scene where the invented language referred to above is used in an attempt to communicate something simple, such as how to roller skate or how to ride a bicycle.

RURUS:

Human Relations Concepts to be Taught: There is a need for compassion and understanding. Each person can affect the behavior of others by good example. Cooperation and effective communication can help solve common problems. Everyone wants to feel needed.

Attitudinal and Behavioral Objectives: To avoid overgeneralizing and making premature conclusions about groups and individuals; to participate in problem-solving processes with a group; to motivate students to think about themselves and others and their influences on one another.

Teaching Techniques and Learning Activities:

I. Set the stage: Materials needed: Four glasses of water, one of which contains blue food-coloring or ink, and one glass containing pure bleach.

A. Explain that Bobby (the blue-colored water) is a very unkind boy. He throws paper in his neighbor's yard, chases his dog into the street, rides his bicycle on the neighbor's lawn, and is a nuisance to his friends by often starting fights. He breaks streetlamps with rocks. Bobby persuades his friends (the three other glasses of water) Kenny, Frankie and Joan, to join his "fun." As they join the "fun," add the blue food coloring to the other 3 glasses, tinting them.

Sammy, represented by the glass of bleach, helps his mother, friends and neighbors. He needs help doing the chores and goes to talk with Bobby, telling him how much fun he has doing kind things for others. Bobby agrees to try Sammy's ideas and finds he can enjoy assisting rather than hurting others. As Bobby is

influenced by Sammy's ideas, pour bleach into the blue-colored glass. Repeat this procedure until glasses representing the other children lose the blue color.

B. Discuss the significance of the blue food-coloring and the bleach. Let the children discuss how people can affect the behavior of others towards good or evil.

C. Role-playing could be used as a follow-up activity to show other possible endings.

(OUTERSCOPE is serialized, and appears in Programs 1-31 of both the half-hour and 15-minute versions.)

* * * * * * * * * * *

REAL PEOPLE

Purpose: To teach recognition of justice and equitableness so that children will learn to perceive and reject preferential or unfair treatment meted out on the basis of ethnic or racial identification.

Synopsis: REAL PEOPLE is a series of dramas about real children.

Martin: Martin's drama begins when he convinces his parents to let him have a boa constrictor for a pet. Because people are prejudiced against things they don't know, people are prejudiced against Martin's snake, Nigel. The neighbors are concerned that a boa is a dangerous pet to have in the neighborhood, but Scott Richardson, an expert on snakes at a nearby zoo, reassures the parents that a boa is a safe and ideal pet. With Scott's help Martin learns a lot about Nigel, and Martin and Scott become good friends.

Martin also learns that he is sometimes treated in a prejudiced way because people don't take the time to know him in the same way people don't take the time to know snakes. Martin is accused of breaking a window because he looks like the "one" who did it, but Martin is also quick to jump to conclusions on the basis of race.

Some of Martin's friends are jealous of Nigel and the attention he brings to Martin. Brenda "borrows" Nigel and Martin is quick to assume that Larry "a white kid," has stolen his snake.

Pat is also jealous of Martin. He claims that Nigel bit him, but soon it is discovered that boas don't have fangs and are not poisonous and that Pat had pricked himself with a staple gun. The next day Martin and Pat run into each other in a local bicycle shop. They talk things over and resolve their conflict.

Nigel creates a few minor crises for Martin's family. Martin's mother is shocked to find frozen rats, Nigel's main diet, in her freezer. When it

comes time for Nigel to shed his skin, Martin's parents find the old skin and assume Nigel is dead. They are quite surprised when Martin and Nigel show up.

But Nigel also proves to be the family hero. A burglar enters Martin's house; he is "surprised" by Nigel and makes a speedy getaway.

By having a pet like Nigel, Martin learns not only about snakes, but about people. Martin has a friend Doug who has just returned from the West Coast. They go on an overnight camping trip. Doug feels that because he is new in the community the other kids won't accept him. Martin assures Doug that once they get to know him they will like him. He suggests that they form a hiking club as a great way for Doug to get to meet the other kids in the community.

Programs 1--8, 32--36 (30-minute)
Programs 40--47,71--75 (15-minute)

Karen (Please Remove Your Footwear): A friend, Jackie, comes by to see the pet crab that Karen's grandfather has given her. Jackie wants to know why Karen's grandfather doesn't wear shoes in the house. "Maybe they don't have shoes in Japan?" Jackie asks. Karen is upset and embarrassed by her grandfather's custom. But when her grandfather sits down and explains the reason behind the custom Karen understands. The story ends with Karen and Jackie bothing taking off their shoes when they go into the house.

Programs 9, 31 (30-minute)
Programs 48, 70 (15-minute)

Alex and Carlos (The Lion's Dance): Alex, who is Chinese, is teaching his friend Carlos how to do the Chinese lion's dance for a school play. Alex suggests that they go over to the local Chinese club and watch the older boys do the dance. At the club Alex is told that the club is for Chinese only, but Alex refuses to abandon his friend. He tells the older boys that he and Carlos have been practicing the lion dance and that Carlos is interested in learning Chinese customs. The older boys maintain their hostility until the two boys demonstrate the dance. Carlos' sincerity and effort win him acceptance by Alex's friends.

Programs 10, 28 (30-minute)
Programs 49, 67 (15-minute)

Karen (Yukie): Karen's middle name is Yukie, but sometimes she is teased and called Yukky. She explains to friend Jackie that Yukie was the name her grandmother in Japan gave her and that it means "snow child" because Karen was born in winter. Karen and Jackie conduct a survey and find that some people know what their middle names mean and others don't and that most people are proud of their middle names.

Programs 11, 27 (30-minute)
Programs 50, 66 (15-minute)

Alex and Carlos (Alex's Dinner): Alex invites his friend Carlos to his parents' Chinese restaurant. Carlos helps in the kitchen and learns about Chinese food. Alex is a little embarrassed about his parents speaking Chinese to him. Carlos encourages him to respond in Chinese and says that in his house he speaks to his parents in Spanish. Finally they sit down to a great Chinese dinner that Carlos and Alex have prepared.

Program 12 (30-minute)
Program 51 (15-minute)

Babysitter: A group of girls invites another girl to play with them, but she refuses and gives no reason. At first the others think she is stuck up but then, after they realize they are pre-judging, they do a little detective work and find out she has to take care of her brothers and sisters and was embarrassed to tell them. The group offers to help her and all the children play together happily.

Programs 13, 29 (30-minute)
Programs 52, 68 (15-minute)

"Indians" (Dawn): Dawn and friends are playing in the attic when they discover a trunk of old clothes. They decide to put on a show, but soon one girl is holding a feather and doing an old-time-movie Indian routine, innocently unaware that her host is a Native American. Then the insult is realized, and the group apologizes and they continue playing together.

Programs 14, 30 (30-minute)
Programs 53, 69 (15-minute)

IDEAS - REAL PEOPLE (Martin, Alex and Carlos, Dawn, Karen, Yukky)

Human Relations Concepts to be Taught:

Human beings share more similarities than differences; yet existing differences enrich the life of the child.
Each person can affect the behavior of others by good example.
People need to be accepted on their own merits.
Encounters with conflicting ideas and values shape more rational evaluations.
When people's ideals and reality are far apart, they try various means to bring them closer together.
A person's behavior affects the way others feel about him or her.
It is easy to misunderstand someone else's behavior.
Social acceptance is important to all persons.
We should be sensitive to the rights, needs, feelings and problems of everybody.
Each person has dignity and worth.
Thoughtlessness can cause pain to others.
There is a need for compassion and sincere understanding.

Attitudinal and Behavioral Objectives:

To practice simple kindness in everyday living.
To stimulate individual pride in family origin and tradition.
To become aware of the benefits derived from the rich variety of our multi-ethnic culture.
To recognize differences in other persons and consider them in a positive light.
To motivate children to think about themselves and others and their influences upon one another.
To consider and respect the feelings of others.
To discuss common experiences and problems.
To discover alternative solutions to problems.
To encounter other points of view.
To recognize when prejudgments about people or a group of people are being made.
To learn the ability to work cooperatively with others.
To find peaceful means to settle disagreements.

To anticipate the results of aggressive behavior.
To be aware of the problems created by prejudice and discrimination.
To learn about children of different races and socio-economic backgrounds.

Teaching Techniques and Learning Activities:

I. The following instrument is a springboard for what can be several weeks of activities designed to explore the personal and group concerns expressed by a class. Through the examination of the survey, the teacher can begin to assess some common values, perceptions, emotions and goals expressed by the students. Such knowledge is a valuable tool for a teacher who wishes to use it. It is important that the results be used objectively by the teacher so that truly honest answers are not interpreted as personal attitudes toward the teacher.

A. Duplicate or write on the blackboard the following "sentence stubs":

1. When I grow up
2. When I'm happy
3. If someone calls me a name, I would
4. For a very special kind of pet I would like
5. The trouble with my neighbors
6. When I am wrong about something
7. When I don't tell the truth I feel
8. I am very sad when
9. People who wear glasses
10. People who wear Afros
11. People who wear corn-rows
12. The worst thing about school is
13. My best grown-up friend is
14. I get in trouble in school when
15. I get in trouble at home when
16. When I see people who are different
17. The people who go to my church (temple, mosque)
18. Fat people are
19. Skinny people are
20. The thing I like best about school is
21. The thing I like least about school is
22. My mother and I
23. My friends
24. When somebody doesn't tell me the truth

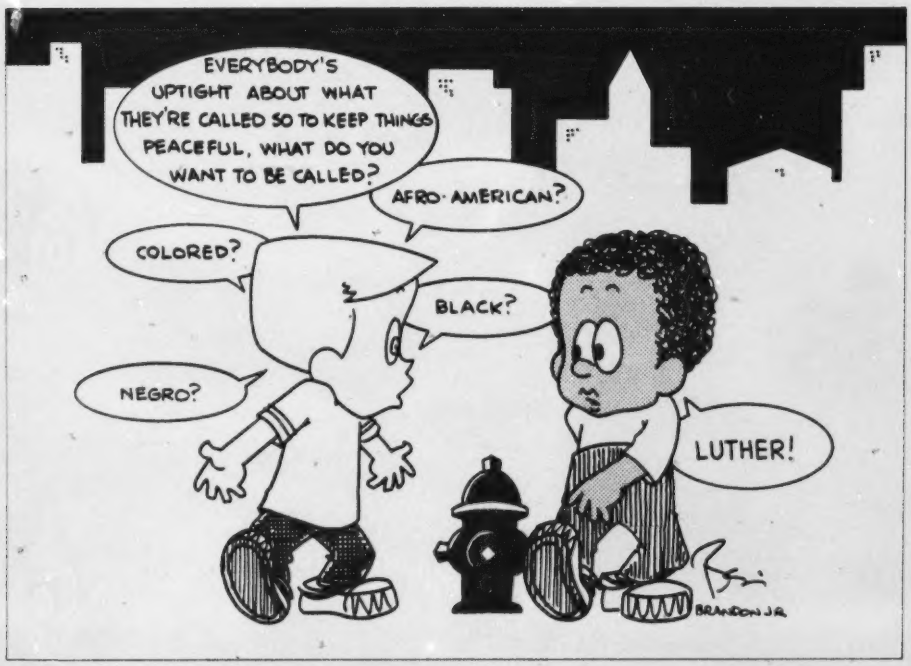
B. Have the students complete the sentences with their own ideas. Assure them that there are no right or wrong answers.

C. With sentence completions as data, many kinds of activities can evolve:

1. Class discussions: Read the items to the children and let them discuss them to satisfy the following objectives:
   To discover that many people feel the same way about the same things.
   To discover that people have different views about similar things.
   To decide how to change something that is unsatisfactory.
   To define a problem.
2. Direct the children to choose items as composition topics.

3. Use the children's responses about emotions to initiate a poetry unit.
4. Role-playing can be used to help the children learn how to cope with difficult situations, act out embarrassing or sad moments, a success, a failure, or a future role.
5. As a result of reading a class's responses, the teacher may decide to alter her or his own behavior.

D. Pose a series of questions:
1. "Where do your ancestors come from?"
2. "Do you know of any contributions and customs somebody from your ancestors' country (or continent) made to this country?" Accept responses, and then direct students to go home and ask their parents, grandparents, and friends.
3. The next day, share information. List briefly (or have children do so) on the board, and categorize. Example: Clothes; Food; Customs.
4. Suggest some information they may not have found. Encourage greater curiosity and suggest they find more material through reading and interviews.
5. Have students report their findings via one or more of the following media: compositions, speeches, skits, posters, charts, murals, stories, or any informative demonstration or display. (A class newspaper, for example.)
6. Follow up with a bulletin board or display of student materials to dramatize America's multi-ethnic heritage.
7. Have your class do a project on the way different ethnic groups appear in magazines, newspapers, and television commercials.



Joey

Purpose: To teach children to reject the use of epithets and name-calling as strategies for dealing with conflict situations.

Synopsis: The story begins with Joey and his family moving from a tenement house where they have lived since coming from Puerto Rico. They are moving to a new apartment building a few blocks away. As they start for their new building Joey remembers a sea shell he has left behind and returns for it. The shell is important to Joey; he is fond of holding it to his ear listening to the mysteries inside and dreaming of escape to a better place.

On the first afternoon in the new building Joey and his sister Angelita are playing tag in the almost empty building. They are confronted by a group of white boys who call Joey a dirty Puerto Rican and tell him and his sister that they are not wanted. The boys goad Joey, demanding that he learn to play football with them.

The next day Joey feels obligated to go to the football lesson even though his mother and father have told him to stay away from the boys. But Joey doesn't want to be called a chicken. Joey meets the boys after school and follows them to a playground where the football lesson is only an excuse to rough up Joey.

Joey has warm and loving parents who think that if Joey avoids the boys everything will be all right. Joey has a birthday and his parents give him a walkie-talkie for a gift. While he and Angelita are playing with the walkie-talkie the group of boys sees Joey and takes his walkie-talkie.

Joey's father is angry about the loss because the walkie-talkie represents a day's pay, and because the boys took away his "special gift" to his son. Joey and his father go to a park to be together. While they are playing tag, Joey happens on a karate teacher who is in the park exercising. After listening to the teacher explaining his art, Joey wants to learn karate. The teacher is quick to point out that karate is not what is seen on television, but it is a way of learning about yourself.

With his parents and sister Joey visits the school. After months of practicing Joey begins to learn the art, but more important he begins to feel good about himself.

With new-found confidence, Joey calmly walks up to the boy who had taken his walkie-talkie and demands its return. The other boys are quite surprised by this new Joey. In an attempt to scare Joey off, the larger boy throws a punch, which Joey calmly sidesteps. After more attempts to hit Joey, all of which Joey easily sidesteps or blocks, Joey is given his walkie-talkie back. And Joey returns home proud that he has his birthday gift, but also proud to know that he has won the respect of one of the boys, who now wants to be his friend.

Programs 15--20 (30-minute)
Programs 54--59 (15-minute)

Jacinto

Purpose: To help children understand how difficult it is for someone new to the continental United States to adjust to a new life.

Synopsis: The story begins with a shy and bashful Jacinto, who has arrived from Puerto Rico, in his first day at school. When he is introduced to the rest of the class, some kids giggle at his name. Jacinto feels like an outsider, even though there are other children in the room who have been to Puerto Rico. During recess a group of kids is playing hide-and-seek. Innocently Jacinto points to where some kids are hiding. He is called a "snitcher" and is chastized by the others. When Jacinto is falsely accused of throwing a spitball at the teacher, he accepts the blame, out of fear of once again being called a "snitcher". When someone else tells the teacher who the real culprit is, Jacinto has to learn the difference between "snitching" and telling the truth.

In an effort to be accepted, Jacinto changes his name to Joe, but as he begins to make friends and becomes more comfortable with himself, he returns to his real name.

Jacinto has a friend, Tommy, who lives on the same street. One morning Tommy is sent to the local store for groceries. Because his family is on welfare, Tommy is too embarrassed to be seen using food stamps. When he sees Jacinto in the store, Tommy leaves and waits until Jacinto leaves. He then returns to the store, but just as he is paying with the food stamps Jacinto returns and comments that he is on welfare too.

Tommy's embarrassment is caused by the teasing of another boy, Tony, who thinks being on welfare is bad. But Tommy, with Jacinto's help, learns that there is nothing to be ashamed of and that welfare is essential help to many poor people. It turns out that Tony too is on welfare and his teasing of others stems from his own embarrassment.

In another episode Tony, Tommy, and Jacinto are spinning tops. Carmen wants to join them, but she is told she is a girl and should play with her dolls. Since boys play hopscotch, jacks, and jump rope with girls, Carmen can't understand why she can't spin tops with boys.

When she refuses to leave, Tony and Tommy get up and walk away. Jacinto doesn't really agree but reluctantly he leaves too.

Later in the day Tony offers to let Carmen spin tops with him in exchange for her answers to a test. Carmen agrees, but when it comes time to spin tops, Tony refuses and throws her top down the sewer. Tony is caught cheating and has to take the test without outside help. He fails, but the teacher tells him he did well for not studying and that he is bright enough to do the work without cheating. He realizes he has been wrong and later when confronted by Jacinto and others for his mistreatment of Carmen, Tony repents and offers his top to Carmen. The story ends with Jacinto well on his way,making a good life in his new school.

Programs 24--26 (30-minute)
Programs 63--65 (15-minute)

IDEAS - REAL PEOPLE (Joey and Jacinto)

Human Relations Concepts to be Taught:

Thoughtlessness and name-calling can cause pain to others.
Everyone needs to feel important as an individual.
Self-esteem is fundamental to personal security.
A positive self-image is rudimentary to learning.
A person's behavior affects the way people feel about her or him.
Everyone must feel he or she has something to contribute to the group.
Enlarged social contacts with persons of different social and economic backgrounds are beneficial to understanding others and ourselves.

Happiness results from active participation in worthwhile endeavors that bring joy to others and allow us to share ideas.
Each child wants to feel needed.
There is a need for compassion and sincere understanding.
Each person has dignity and worth.
Human beings share more similarities than differences, yet existing differences enrich the lives of all.
Role playing assists in understanding how others feel.
Free play provides an opportunity for children to express themselves and to interact with others.
The names of people, their cultures, and customs are suited to their differences and help solve their problems.
The things that are the same in people--feelings, desires, needs--are more important than physical differences.
Social acceptance is important to all persons.
Labels affect one's perception of people and one's behavior toward them.
The use of labels tends to produce stereotyped judgments.

Attitudinal and Behavioral Objectives:

To recognize differences in other persons and consider them in a positive light.
To include the "left out" child or children in the "in" group.
To recognize and respect the rights and privileges of others.
To recognize the interdependence of all people.
To motivate children to think about themselves and others and their influences upon one another.
To consider and respect the feelings of others.
To learn that non-acceptance of others does harm to both the name-caller and the one who is verbally attacked.
To learn about children of different races and socio-economic backgrounds.
To form friendships.
To extend experiences beyond one's own narrow confines of living.
To practice simple kindness in everyday living.
To feel good about oneself.
To exhibit a feeling of belonging.
To become aware of individual worth.
To discover self-identity.
To encounter other points of view.
To discover alternative solutions.
To stimulate individual pride in family origins and traditions.
To recognize when prejudgments about a group are being made.

Teaching Techniques and Learning Activities:

I. PAL FOR A WEEK (Especially adapted to children at beginning of school year)
   A. Assign a pal for a week. Try to arrange pals so that each child who is unfamiliar with the teacher, school, or classroom would sit and work with a student who has had more contact with the situation.
   B. Give each child a tag with his own name on a dittoed or xeroxed picture of a boy or girl.
   C. Make a friendship chain (see OUTERSCOPE - "Take-Off").

II. Show multi-ethnic picture of children on a playground. Have the children give a name to each child so that when talking about a particular youngster, he or she will have a name. Discuss (let the children discover) similarities of each, and how valuable their differences are. The similarities may take the form of color of clothing, hair, sex, games they are playing. The differences may take the form of pigment of skin, eye features, hair styling, clothing, etc.

III. Have a short discussion period giving practical examples as to how the students can help to make other persons an important part of the group, i.e., talking, playing, walking with others, doing kind acts.

IV. (Use "Teaching Techniques and Learning Activities" for I. A & B for SAMI-LAND.)

A. Have students write a story about an incident in which they experienced name-calling, how they felt and how the person involved may have felt.

B. Role playing can be employed by setting a stage where someone had called someone else a name. (Discourage epithets. Let children substitute or invent words to use instead of epithets.)

C. Analyze the role-playing. If other students could think of another way to handle the situation, allow them to play the parts.

V. SELF PORTRAIT (Good for first opening days of school)

A. Draw a picture or caricature of yourself on the board. Emphasize special physical characteristics. Don't be afraid of a little laughter--it's a good opener.

B. Have the students draw portraits of themselves. They will probably be funny and a little silly. Good! This is the first step toward better relations. Let them tell about their pictures and display them.

C. After a few days, try the same procedure again, this time without the caricature. Students will usually respond accordingly. The pictures will be a little more serious and more meaningful to them.

D. Use the pictures for displays. Hang them on the walls or bulletin boards.

E. Throughout the year, repeat the use of self-portaits with different art media.

VI. WRITE AN AUTOBIOGRAPHY

A. Read an autobiography of a famous person to the class. Let class discuss content of the autobiography.

B. Read a short autobiography of the teacher's own life to give ideas and spark enthusiasm.

C. List on the blackboard content found in the biographies read. Let the students supply them: vital statistics, hobbies, interests, likes and dislikes, friends, goals.

D. Have the students write their autobiographies. Have them illustrate a cover for it with their self-portraits, or interests, goals, etc.

VII. ALL ABOUT ME folder.

A. Have each child make an "All About Me" folder and decorate it in any way that suits him or her. Examples: a self-portrait, a special picture, a photograph, a special design or lettering.

B. Throughout the year have the children insert in the folder items such as an autobiography, a picture he wants to share with the

teacher, a poem he wrote, a request for help, a personal letter to the teacher, a list of things important to him or her.

C. Spend some time at regular intervals looking through each folder. The teacher may then have a conference with the child, arrange for academic help, give words of encouragement, or anything else that seems appropriate.

D. Allow the child to eliminate out-of-date items as he or she desires.

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MAKE A NEW FRIEND

Purpose: To teach positive acceptance of individual and group differences and to foster the development of positive identification with the child's own ethnic group.

Synopsis: Each episode in this segment begins with the words, "Why don't you make a new friend, make a new friend today?" Over the words appears a visual of a scrapbook that opens to the name Vegetable Soup and then gives way to a collage of snapshots of the eleven "Friends" who will be introduced throughout the year.

Beauty is the first episode of this segment. It is a collage of people in all sizes, shapes, and colors. The purpose is to state visually that beauty, like people, comes in many varieties rather than being some romanticized standard associated with television and magazine commercials.

Programs 1, 39 (30-minute)
Programs 1, 78 (15-minute)

Angela is five years old and lives in New Orleans, Louisiana. Angela explains that she is not old enough to go to school but she will be glad when her time comes. Right now she stays home and enjoys playing and being with her mommy.

Program 13 (30-minute)
Program 52 (15-minute)

Aunt Arrie is an 88-year-old woman who lives in rural Georgia. She is simple, honest, and wholesome. Aunt Arrie has built a warm and mutually giving relationship with a group of young neighbors. She teaches them the many crafts she has learned during her life. And they come and do chores for her.

Program 9 (in both versions)

Arturo is a Chicano who lives in NewMexico. He likes baseball and football, but he mostly enjoys riding. He particularly likes to go to rodeos. Arturo tells us that cowboys in the United States learned the fine art of horse riding, roping, and bull riding, called charreria, from the Mexicans.

Program 33 (30-minute)
Program 72 (15-minute)

Cindy lives in New York State. She shares with us her Native American name--Bumble Bee. Her mother is teaching her to do traditional bead work, something Cindy likes very much. Cindy also enjoys dressing up in traditional Native American dress for special occasions. Most of the time she

is dressed like kids across the country and spends her time going to school and playing with friends. Cindy hopes to be a teacher when she grows up.

Program 5 (30-minute)
Program 44 (15-minute)

Connie is nine years old and lives in rural Alaska. She tells us that even though there are not many kids to play with, there are a lot of things to do. Connie shows us around her town; she is especially proud of the docks where the rugged crab-fishing boats are docked. We also meet her father who enjoys painting.

Program 28 (30-minute)
Program 67 (15-minute)

Ethan lives in Manhattan, New York. His favorite hobby is building and collecting model airplanes. Ethan explains how he builds his planes and shows us the finished product of his work.

Program 32 (30-minute)
Program 71 (15-minute)

Frances lives in Anchorage, Alaska. She shows us her city and explains her day in school. She introduces us to her father who makes carvings. Today he is carving a seal from a walrus' tooth. We also meet Frances' mother who speaks both English and Eskimo.

Program 34 (in both versions)

Jackie lives in Brooklyn, New York. She likes playing baseball and riding her bike, but most of all she loves playing with her collection of dolls from all over the world. When Jackie grows up she wants to be a veterinarian.

Program 27 (30-minute)
Program 66 (15-minute)

Keiko is eight years old and lives in San Francisco. She likes roller skating and bike riding, but best of all she likes dancing. She is studying Japanese folk dances. Her proudest moment was when she danced in the San Francisco Cherry Blossom Festival.

Program 15 (30-minute)
Program 54 (15-minute)

Rana and Julie are seven-year-old twin sisters who live in Hawaii. They love playing with each other and going to the beach. They are proud of a fish pond their father built for them. They take us on a trip to the zoo where they love to feed the animals. Then they take us on a trip to the beach.

Program 35 (in both versions)

Roberto is ten years old and lives in San Juan, Puerto Rico. After Roberto does his homework, he and his friends go on a hike. Their walk shows us various parts of the city, the beaches, some ruins of a fort. At the end of their hike they reach their favorite swimming spot.

Program 12 (30-minute)
Program 51 (15-minute)

Samantha is four years old and lives in San Francisco. She enjoys doing Chinese things and American things. She celebrates American holidays and Chinese New Year; she plays American games and Chinese checkers. Sometimes she eats with chopsticks and sometimes with knife and fork. Samantha says it's fun being able to do things two ways.

Program 7 (30-minute)
Program 46 (15-minute)

IDEAS - MAKE A NEW FRIEND

Discussion questions:

1. Why is the show called VEGETABLE SOUP?
2. What does being a friend mean?
3. How was today's "friend" like you? How was she/he different?

Activities

1. Make a "friends" map. Before or after each episode have students locate on a large map where the new "friend" lives. Mark the location with a pin and flag with the "friend's" name.
2. Have each class member pretend they are going to be interviewed on television. Have them talk about themselves, what they like to do, where they play, what their town is like, etc.

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PEOPLE'S JOBS

Purpose: To teach that role-stereotyping is misleading: to open the range of options children can see for themselves and, at the same time, to teach respect and esteem for people who perform necessary, if not prestigious, jobs in society.

Synopsis: PEOPLE'S JOBS is a series of 26 mini-documentaries that introduces children to the world of work. The viewers will meet a Native American librarian, a Puerto Rican diamond cutter, a black travel agent, a Chinese city planner, a white veterinarian, and many others.

Antonio Borrero, diamond cutter, started learning the trade as a young boy from his father. He and his father work together, often on the same diamond. Pride comes from transforming the diamond, from creating something with your hands. He is also proud of his father and grateful to him for teaching him his profession.

Program 25 (in both versions)

Nancy Brown, veterinarian, works in an animal hospital where she cures sick dogs and cats. She is interviewed by a child who brings a favorite cat to be examined. Dr. Brown is shown performing surgery, doing rounds, ministering to convalescing "patients".

Program 11 (30-minute)
Program 50 (15-minute)

Linda Chavez, a Congressional aide, was a model and teacher before coming to Washington, D.C., where she works with a Congressman. She explains her day, the problems of a working mother, and the Congressional work that she

does. She likes her job very much because it makes her feel that she can help work for change in government.

Program 8 (in both versions)

Frances Cole, concert harpsichordist, is interviewed by a group of boys and girls as she plays for them. She discusses her training and background and the discipline required for a career in music. She also asks the children to guess what instruments she is imitating on her harpsichord.

Program 6 (in both versions)

Angel Cordero, jockey, has been interested in horses since he was a child. He worked in stables and went to jockey school. The highest point in his career was winning the Kentucky Derby in 1974. He tells us that you have to know horses to be a jockey, you have to love what you do, and you have to train and work hard.

Program 3 (in both versions)

Jaime Corral, lawyer, is interviewed by his son. He explains how he prepares for a case by studying law books and interviewing his client and witnesses. He sees his work as a way of learning new things about people and the law.

Program 24 (in both versions)

Davo Cruz, ceramicist, lives in Puerto Rico where he works as a sign painter with his father. Davo is also a ceramicist. To him pottery is an art for the people; he makes things people can afford to buy. He shows how he takes raw clay and turns it into a beautiful vase.

Program 13 (in both versions)

Marcos Dimas, silk screen artist, wanted to be an artist since first grade when his teacher encouraged his work. Today he runs an art workshop for the community and he encourages young children in their work. To Marcos, children's art is the freest, the most original art produced. He also explains some of the influences in his designs that come from a lost culture of the Taino Indians who were in Puerto Rico before the coming of the Spanish.

Program 30 (in both versions)

Sal Flores, school superintendent, explains what a superintendent of schools does. He also explains how he grew up in a Spanish-speaking home and he is involved with the Spanish- and English-speaking kids of his school.

Program 31 (30-minute)
Program 70 (15-minute)

Larry Garcia, carpenter, became interested in carpentry while taking a high school woodworking class. He is shown working on a house and making a display box for a friend. As a hobby he likes to make old fashioned toys.

Program 10 (in both versions)

Joseph Gayles, a chemist, while doing an experiment with acid changing colors, explains why he became a chemist and how he feels science can help

change the environment.

Sandra Gonzalez, a police officer, is shown telling an elementary class about her work. She feels that today women have the same opportunity as men in police work. She likes working in her community and she finds her work rewarding because it gives her many opportunities to help people.

Program 27 (in both versions)

John Kaskaskie, computer mathematician, grew up on a reservation and as a boy thought that it was the center of the world. Today he is a technician who tracks the flights of satellites.

Program 19 (in both versions)

Freddye Henderson, travel agent, became interested in being a travel agent when she was on a trip to Europe. To her a travel agent is someone who is selling dreams.

Program 36 (in both versions)

Shiro Oshi, martial arts teacher and painter, sees martial arts as a form of self-expression and believes that the kind of martial arts shown on the television and in the movies is phony. To Shiro martial arts are a way of finding one's harmony, of being confident. He emphasizes that they are not violent but fun and enjoyable.

Program 12 (in both versions)

Hilda Morales, ballet dancer, was born in New York but grew up in Puerto Rico where she started dancing at the age of nine. She is now a dancer with the American Ballet Theatre. To her dance is movement, and we move because we are alive. She practices every day, and even though she has performed many times, she is always nervous before going on stage to dance.

Program 15 (in both versions)

Ben Oki, gardener, explains that being a gardener takes patience and many years of experience. He likes his work because of the variety of changing plant life. As a hobby he works with bonzai trees, miniature trees, of which he has over a hundred. They require special tools. He also teaches classes on bonzai plants.

Program 23 (in both versions)

David Leong, commercial artist, describes what a commercial artist does, how he uses space to make an ad design interesting so people will read the ad. Each assignment is special. He has two boys, 8 and 9, who like to draw. Sometimes they try to design ads like their father.

Program 17 (in both versions)

Bob Sakayama, musician and recording engineer, explains how he records a song that he wrote. He sings the lead and the backup voices. He also plays the instruments--guitar, bass, and piano--used to make the music.

Program 20 (30-minute)
Program 59 (15-minute)

Ishmael Santiago, musician and hospital food worker, explains his job at the hospital where he has worked for eleven years. He is also a

musician who plays for family parties, weddings . . . He likes having both kinds of jobs.

Program 18 (in both versions)

Robert Smallfence, iron worker, comes from a family of ironworkers. Ironwork is a tradition with the people on his reservation. He emphasizes the need for team work, the ability to work together. To him ironwork is like working on a large erector set. One of his pleasures is knowing that the building he has worked on will be standing long after he is gone.

Program 5 (in both versions)

Nellie Swidell, an office cleaning woman, at the World Trade Center, takes pride in working at one of the tallest buildings in the world. She is interviewed by her grandson and explains some of the things she likes about her job.

Program 29 (in both versions)

Margaret Wood, a librarian, at the Navaho Community College in Window Rock, Arizona, discusses her educational background and explains what a librarian does.

Program 14 (in both versions)

Jerry Wright, hair stylist, defines his job as cutting and styling hair to complement an individual's face. He explains his training and discusses various kinds of hair styles and how to take care of hair.

Program 7 (in both versions)

Jon Wong, assistant cameraman, is shown at work at a racetrack filming a race. Jon describes what he does as an assistant cameraman--loading the film, cleaning and inspecting the camera, helping set up the camera for the filming. He emphasizes that filming is a team effort.

Program 4 (30-minute)
Program 43 (15-minute)

Mary Yu, city planner, works in Philadelphia's Chinatown. She explains that because cities have problems there is a need for planning. She gives one example of a problem that she helped solve. A highway was scheduled to go through Chinatown, in which a school would have to be torn down. Working with community groups, Mary was able to have the highway rerouted.

Program 2 (30-minute)
Program 41 (15-minute)

IDEAS - PEOPLE'S JOBS

Discussion questions:

1. What kinds of skills were needed in today's job?
2. How did the people in the interviews feel about their work? Did they seem happy and proud of what they did? What about their work did they like best?
3. What does "work" or "a job" mean to you?

Activities

1. Have your class do an oral or written report on the kind of work a member of their family does.

2. Invite a guest speaker (perhaps a parent) to your class to talk about his or her job.
3. Make a class visit to a nearby place of work.

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HEROES

Purpose: To teach children about the contributions of minority groups to American history.

Synopsis: This segment is introduced with the words "Did you know, that long ago?" Heroes consists of eleven lively dramatized biographies that will increase students' understanding of American history.

El Fego Baca (El FAY-go Bahka) 1865-1945

In the 1880's English-speaking silver miners and ranchers would ride into town on Saturday nights and mistreat the Mexican-American citizens. El Fego Baca believed that only a strong lawman could put a stop to the way the Anglo cowboys treated the Mexican-Americans. El Fego became a deputy sheriff, and his first act was to arrest two cowboys who were shooting up the town. The next day 80 Anglo cowboys rode into town looking for El Fego. There followed a two-day shoot-out which finally ended with four of the cowboys dead. A truce was called in which El Fego agreed to stand trial. The cowboys argued that El Fego was not really a law officer and was guilty of murder. El Fego argued that he was only doing his job as deputy sheriff. The court ruled in El Fego's favor, and he became a legend in the Southwest.

Programs 25, 37 (30-minute)
Programs 25, 76 (15-minute)

Mary Cassatt (kuh Sat) 1844-1926 Famous American Painter

A painter and a woman? During Mary's time "nice" girls didn't leave home and certainly not to study painting in Paris. But Mary Cassatt did. In Paris she visited the great art museums and studied the famous paintings by the masters. Her favorite subjects were families and children. At first only a few people noticed her work, but Mary did not mind; she painted to please herself. Finally her work was noticed and she became a successful painter. Today she is considered one of America's greatest painters.

Programs 13, 26 (30-minute)
Programs 13, 65 (15-minute)

Chinese Railroad Workers 1850-1880's

At a time when the western part of the United States was being developed, the railroads were building tracks across the country to connect the East and West coasts. The tracks had to be layed over mountains and through deserts. The work was dangerous and the pay was low. Few whites were

willing to take the job. Chinese men came to the United States to lay the tracks. They worked long and hard hours in the heat and cold. Many died before the tracks were completed. Today their tremendous effort is almost forgotten.

Programs 17, 36 (in both versions)

Lola Rodriguez De Tío 1843-1924

At a time when Puerto Rico was owned by Spain there was a poetess who wrote about her love for her people and their wanting to be free of Spain. Her words were inspirational to the independence movement that eventually freed Puerto Rico from Spain. The National Anthem of the Commonwealth of Puerto Rico contains the words of one of Lola Rodriguez De Tío's poems.

Programs 18, 30 (30-minute)
Programs 30, 57 (15-minute)

Charles Alexander Eastman 1854-1932 Native American Physician

Charles Eastman's Sioux name was Ohiyesa. He became an important U.S. Government doctor for the Sioux living on the Pine Ridge Reservation in the Dakota Territory. In 1902 he published a book, INDIAN BOYHOOD, in which he describes the importance of his Native American training as a boy in helping him become a successful adult.

Programs 19, 28 (in both versions)

The Nisei Regiment of World War II 1940's Japanese-American Soldiers

After the bombing of Pearl Harbor most Japanese-Americans living on the West Coast were rounded up and put in camps. This story is narrated by a man who, as a child, was sent to one of these camps. Like so many other second generation Japanese-Americans, who called themselves Nisei, he tried to enlist in the Army to show that he was a loyal American. At first the Nisei were refused and told they were the enemy. Later, as the Army's manpower needs became acute, the Japanese-Americans were allowed to join. The narrator tells how his unit fought in Europe and they suffered heavy casualties in order to prove they were "two hundred percent American."

Program 21 (in both versions)

Sequoya (Sequoyah) ?-1843 Native American who created the alphabet for the Cherokee language

Sequoya wanted to find a way for the Cherokees to read and write in their own language. He spent many years trying to develop an alphabet. At first he drew a picture of each word but there were thousands of Cherokee words. After 12 years he succeeded with an alphabet that had 86 characters. He is the only person to have developed an entire alphabet by himself.

Programs 14, 31 (in both versions)

Junípero Serra 1713-1784 Spanish Missionary

Junípero was born on Majorca and as a young boy dreamed of going to America to serve God. He became a Franciscan and went to Mexico and eventually up to California where he traveled up and down the coast building missions. He is known as the Apostle of California.

Program 29 (30-minute)
Program 68 (15-minute)

Sojourner Truth 1797-1883 Black Abolitionist and Suffragette

Sojourner was born a slave in Ulster County, New York. Her real name was Isabella Baumfree and she was a slave until she was 30. She was a deeply religious person and decided to travel across the country speaking the truth about slavery and the rights of women. She took the name of Sojourner Truth to emphasize her mission. She was the first woman to become an antislavery lecturer. She was honored by President Lincoln.

Programs 24, 38 (30-minute)
Programs 24, 77 (15-minute)

Matthew Alexander Henson 1866-1955 Black Explorer

Matthew Henson was an explorer and a member of Rear Admiral Peary's expedition to the North Pole. After 18 years and seven tries, a party of six, including Henson and Peary, neared the North Pole. Henson went on ahead to make final observations and was given the honor of planting the American flag on the North Pole. Henson along with Peary is listed as co-discoverer of the North Pole.

Programs 22, 35 (in both versions)

Nat Love 1854- ? Black Cowboy, known as "Deadwood Dick"

Nat Love was born a slave. Soon after he was freed he left Tennessee and headed for Dodge City, Kansas, where he led a life that reads more like a tall tale. In his autobiography published in 1907 he said: "I carry the marks of fourteen bullet wounds on different parts of my body, most any one of which would be sufficient to kill an ordinary man, but I am not even crippled." Nat and many other black cowboys rode the long and hard cattle drives up the Chisholm Trail, until railroads replaced the cattle drives.

Programs 27, 37 (30-minute)
Programs 27, 76 (15-minute)

Isaac Murphy 1860-1896 Black Jockey

In the latter part of the 19th century most jockeys were black. The greatest of these early jockeys was Isaac Murphy, who was born on a farm in Kentucky and learned to ride as a young boy. He won his first race at the age of 14. He won his first Kentucky Derby in 1884. He won again in 1890 and in 1891. He was the first jockey to win three Kentucky Derbies. He is in the Jockeys' Hall of Fame.

Programs 11, 32 (30-minute)
Programs 32, 50 (15-minute)

IDEAS - HEROES

Discussion questions:

1. The narrator of the Nisei said they fought hard to prove they were 200% Americans. What did he mean?

Activities:

1. Do a series of dramatizations based on episodes in the lives of the heroes, for example:
   a. A conversation between Mary Cassatt and her father when she tells him she is going to Paris.
   b. A conversation between Sojourner Truth and President Lincoln.

c. The trial of El Fego Baca.

2. Encourage class to "discover" unheralded ethnic heroes; to do research and prepare projects. Have them interview family members for stories about their ancestors.

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THE SUPERLATIVE HORSE

Purpose: To help children see that people, like horses, should be judged not by their outer appearances but rather by their inner qualities.

Synopsis: THE SUPERLATIVE HORSE is based on Jean Merrill's allegorical children's book; it is a tale from ancient China. THE SUPERLATIVE HORSE is the story of a powerful ruler, Duke Mu, who loved horses.

Po Lo was the Duke's chief groom. It was his job to select horses for the royal stables. Po Lo was now almost 70 and a new chief groom was needed. Po Lo suggests Han Kan, the son of a fuel hawker. The Duke is chosen from families that had served in the Duke's court for several generations.

Wang Ho, the Duke's Chief Minister, suggests that his nephew be named to the post, but the Duke dismisses Wang Ho's suggestion and sends for the young Han Kan.

Han Kan is a country boy and ill-at-ease, but confident that he has the ability to choose horses for the royal stables. The Duke, surprised at the boy's confidence, sends him on a quest to choose one "superlative horse." It is to be a test of his ability to judge. A jealous Wang Ho is sent along to travel with Han Kan.

Han Kan and Wang Ho travel for weeks without finding a horse that Han Kan approves. One day they meet a horse dealer with a magnificent white stallion. At first Han Kan seems impressed by the horse, but he astounds the trader and Wang Ho by selecting a rather ordinary looking dark horse. Wang Ho is beside himself with joy. He is convinced that Han Kan has failed his mission.

When the Duke sees the horse, he is angered because Han Kan doesn't seem able to describe the horse accurately, calling him by the wrong color and sex. He dismisses Han Kan angrily. The Duke accuses Po Lo of advising him badly. Po Lo examines the horse and explains that Han Kan had indeed picked an outstanding horse; that he had looked at the inner qualities and ignored the external and superficial details.

The Duke decides that the horse should be tested. A race is scheduled between Han Kan's stallion and the best horse from the Duke's stables.

The Duke's horse leads for most of the race but just at the last moment, almost without effort, the dark horse pulls ahead and wins. The Duke knows now that Han Kan has indeed brought him a superlative horse.

Han Kan becomes not only the chief groom but also the Chief Minister and Wang Ho is demoted to Chief Post Master.

For years the artists of the court try to draw the dark stallion, but the quality of this great horse eludes every artist but one--an old blind man who carves in stone what is said to be the most vivid likeness of the horse.

Programs 21-23, 37--39 (30-minute)
Programs 37--39, 60--62 (15-minute)

IDEAS - THE SUPERLATIVE HORSE

Discussion questions:

1. Why was Wang Ho jealous of Po Lo?
2. Why are the actors many different colors in this Chinese story?
3. Why did Duke Mu follow Po Lo's advice?
4. Explain why Han Kan didn't know he had chosen a black stallion.
5. Discuss how only a blind artist was able to draw the true likeness of the Superlative Horse.

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STORY TELLING TIME

Purpose: To entertain children with stories from different ethnic groups.

Synopsis: STORY TELLING TIME is a series of folk tales and narrative stories dramatically told by well-known personalities. Ventriloquist Willie Tyler reminisces about growing up in the old neighborhood.

Programs 2, 38 (30-minute)
Programs 2, 77 (15-minute)

Paul Russell of the Dance Theatre of Harlem dancing the John Henry legend.

Program 12 (in both versions)

Pat Suzuki telling and singing two Japanese folk songs.

Programs 4, 35 (in both versions)

Bill Withers with a narrative blues song about his grandmother.

Program 9 (in both versions)

Diane Wolkstein with a tale about the buzzard who took a monkey for a ride, and the story of a Haitian Paul Bunyan with a surprise ending.

Programs 11, 37 (30-minute)
Programs 11, 76 (15-minute)

Pura Belpré White tells a Puerto Rican folk tale about how an ant got rid of a goat and saved a farmer's garden.

Program 32 (in both versions)

Maria Tallchief tells a Native American myth about how birds got their language.

Program 34 (in both versions)

Ricardo Montalban spins a story about a coyote and a hare.

Program 33 (in both versions)

IDEAS - STORY TELLING TIME

Discussion questions:

1. The idea of size not necessarily being an important factor or a necessary factor can be discussed, i.e., the bees being able to overcome the coyote. A bigger animal (or person) is not the

stronger, smarter, better, etc. (David and Goliath)

2. Have the children suggest situations where it is advantageous to be smaller, thinner, slower, etc.
3. Illustrate by pictures or simple drawings a big vs. little situation and have the children make up their own stories.
4. Have the children bring in a folk tale from their country or their parents' country illustrating a big/small situation or good vs. evil situation. This could lead to a discussion on themes that occur universally in folk tales of many ethnicities.

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CHILDREN'S POETRY AND ART

Purpose: To encourage children to express themselves in full pride of their ethnic group and their individuality.

Synopsis: With the song, "How do you find yourself? With our very own words and our very own hands," your young viewers will see and hear the art and poetry work of Native Americans, Mexican-Americans, Chinese-Americans, and Puerto Rican children. They will also learn the Japanese poetry form of Haiku. The first episode of this segment is a fashion show--a collage of clothes and poetry showing that dress is a form of self-expression.

Programs 11, 13, 14, 16, 20, 25, 30, 34
(30-minute)

Programs 11, 16, 20, 30, 52, 53, 64, 73
(15-minute)

IDEAS - CHILDREN'S POETRY AND ART

Activities:

1. Encourage children to do creative writing and art activities as a way of expressing their feelings about any of the show's ideas.
2. Have an Express Yourself Fashion show in which children show off their favorite going to school item, i.e., red sneakers, baseball cap, belt, jewelry, etc.

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HOLIDAYS

Purpose: To teach positive acceptance of individual and group differences.

Synopsis: A series of holidays and festivals celebrated by American children in different parts of the country.

Obon Festival is one of the most important holidays for Japanese-Americans. It is a time when all the people of an individual family who lived a long time ago are remembered.

Program 15 (in both versions)

A Potlatch is celebrated by many Northwest Native American tribes. It is a party in which the host gives gifts to the guests.

Programs 8, 33 (30-minute)
Programs 8, 72 (15-minute)

Birthdays are holidays all kids know about, but do they know the history of birthdays? A historical sketch is given from ancient Egyptian times to the present day.

Program 16 (in both versions)

IDEAS - HOLIDAYS

Discussion questions:

1. If birthdays could only be celebrated five times during a life, what years would you choose to celebrate?

Activities:

1. When a class party is scheduled make a pinata as a special way of celebrating.
2. Have a teacher Potlatch in which small inexpensive or homemade gifts are given to the students.

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CHILDREN'S QUESTIONS

Purpose: To teach positive acceptance of individual and group differences.

Synopsis: CHILDREN'S QUESTIONS gives clear and concrete answers to a series of questions that children ask but for which they are often unable to find satisfactory answers. The questions were gathered by the show's researchers in conversations with children from many ethnic populations.

The Questions are:

1. What makes people different colors? Answer shows the effects of melanin on an individual's skin coloring, and indicates that everyone is really "shades" of the same color.
   Programs 3, 26, 33 (30-minute)
   Programs 26, 33, 42 (15-minute)

2. Why do children in the same family look different? Answer shows how genes from parents and grandparents determine appearance and how every human child is a unique combination. Even twins are different from each other in certain ways.
   Programs 15, 35 (30-minute)
   Programs 35, 54 (15-minute)

3. What is "race"? Answer shows that race is one way of grouping people but that no one race is better than another.
   Programs 14, 22 (30-minute)
   Programs 22, 53 (15-minute)

4. What does "minority" mean? Answer shows minority is a relative concept.
   Programs 1, 39 (30-minute)
   Programs 40, 78 (15-minute)

5. Do you have to be rich to have fun? The answer shows that making things is often more satisfying and exciting than spending alot of money on buying things.
   Programs 23, 29 (in both versions)

6. Why do people smell different? Answer shows how sweat glands and diet affect body odor.
   Programs 9, 28 (30-minute)
   Programs 48, 67 (15-minute)

7. Why doesn't everyone speak the way I do? The answer shows how the environment influences the way people speak.
   Programs 24, 38 (30-minute)
   Programs 63, 77 (15-minute)

8. What makes people get a suntan? The answer shows the process of how all people acquire suntans.
   Programs 4, 32 (30-minute)
   Programs 4, 71 (15-minute)

9. Why can't everyone be the same? The answer shows how each person is

a one-of-a-kind original.

Programs 17, 36 (30-minute)
Programs 36, 56 (15-minute)

10. What is "prejudice"? The answer shows that when people are prejudiced, they make prejudgments and miss chances to meet new friends and discover new experiences.

Programs 19, 34 (30-minute)
Programs 34, 58 (15-minute)

11. What makes people's hair different? The answer shows how an individual's hair follicles determine if one has straight, curly, or wavy hair.

Programs 7, 32 (30-minute)
Programs 32, 46 (15-minute)

12. Why do words hurt? The answer shows how words sometimes hurt us and make us feel bad about ourselves.

Programs 16, 39 (30-minute)
Programs 55, 78 (15-minute)

13. Do all Asians look alike? The answer shows how facial features of Japanese-Americans and Chinese-Americans differ, and how all people tend to look alike when you don't know them.

Program 21 (in both versions)

14. Who were the first humans? The answer shows where the first humans are believed to have lived and explains why they were probably of medium skin color.

Programs 5, 37 (30-minute)
Programs 5, 44, 76 (15-minute)

IDEAS - CHILDREN'S QUESTIONS

Human Relations Concepts to be Taught:

Man belongs to one biological family.
Color of skin, eyes, texture and color of hair, are based on heredity--parents, grandparents, great-grandparents.
Individual differences and similarities exist in all of us.
No group is innately superior to another, only different.
The things that are the same in people--feelings, desires, needs--are more important than physical differences.

Attitudinal and Behavioral Objectives:

To recognize differences in other people and consider them as good.
To avoid using physical appearance as a criterion for judging the worth and capabilities of others.
To base judgments and relationships with other people upon the individual, not upon the groups to which they belong.
To recognize when prejudgment about a group is being made.

Teaching Techniques and Learning Activities:

I. Have the children compare: foot size, head shape, color and texture of hair, height, eye color.
II. Compare skins. Look at skin next to a white sheet of paper. Look

at skin through a magnifying glass. Compare finger prints. Make fingerprints for comparison.

III. Discuss melanin. Ask: "Who in this group has skin that makes the most melanin? The least?"

IV. Have children do a mural or collage of different faces. Note that each is different, yet each has similarities.

V. Have children prepare a vocabulary list from unit.

IV. Inherited Physical Characteristics

A. Eyes

1. Arrange seating so that children with brown eyes are separated from children with blue (or near blue, like gray) without explaining this to the children.
2. Tell them about the arrangement:
   Now what do they think?
   Does eye color make a difference?
   Do brown eyes see better than blue?
   Are blue-eyed people better than brown?
   Why do people have different eye color?
   You can do the same type of introductory work with straight or curly hair, long or short hair, or any other arbitrary physical characteristic.
3. Discuss validity of using eye color as a basis for judgments. Would you choose people for privileges because of eye color? Hair style? Height?
4. Have each student choose one of the following activities:
   a. Prepare a skit in which judgments are based solely on a physical characteristic.
   b. Write a composition or draw a picture about what the world would be like if everyone looked the same.

B. Skin color

1. Review conclusions on eye color and skin color, then have students discuss:
   a. How are skin colors different? The same?
2. Provide a simple explanation of skin color. Example: The chemical bases of skin color are melanin, which produces brown color, and carotene, which produces yellow color. (Carotene is <u>not</u> alluded to in "Vegetable Soup".) All people have both melanin and carotene in their skin. Sun stimulates the body's production of melanin--thus suntan.

VII.

A. Ask students to keep a questions diary in which they can privately express their feelings about skin color, money, hair, etc.

B. A good readiness activity is to have children act as reporters and interview other children, parents, teachers on the forthcoming questions.

C. As a follow up activity, compare the answers your class has gathered from their interviews to the answer provided in the show.

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CRAFTS, GAMES, COOKING, AND LANGUAGE ACTIVITIES

<u>Purpose</u>: The CRAFTS, GAMES, COOKING, AND LANGUAGE ACTIVITIES that are a

part of VEGETABLE SOUP segments serve as in-depth follow-up activities for the entire program. These activities reinforce the underlying educational goal of VEGETABLE SOUP: this goal is "an assumption that knowing something about the culture, background, and contributions of other groups helps lessen fear and anxiety about them."

The activities are planned to help the adults and children involved learn by doing. They are activities that are usable with large or small groups as well as with an individual child. They are interdisciplinary in scope and therefore easily adaptable for social studies, art, math, science, and language arts materials. All of the activities will be repeated on programs throughout the year.

Synopsis: CRAFTS - There are eleven crafts ranging from making fairly simple maracas to more difficult origami, the Japanese art of paper folding. A variety of materials are needed to make the crafts that are of various ethnic origins.

The crafts are introduced through the character of knowledgeable old Emeritus who has a workshop where Julia Scissor, Rubberhead (a pencil), and Ruler act as his assistants to do the following crafts:

	Program Version	
	30-minute	15-minute
Early Immigrant House	9	48
Iroquois Longhouse	19	58
Portuguese Fishing Boat	36	36
Origami	10	10
Maracas	6	45
Haitian Drum	18	18
Tie-Dye	12	51
Kikuyu Hut	22	61
Piñata	3	3
Chinese Kite	17	56
Native American Jewelry	7	7

Games - The nine games are also representative of various ethnic groups. One of the strong points of discussing and learning the games is that children come to realize why some games can become universal, such as El Gato y el Raton and Hopscotch. Others, such as Snow Football, remain regionalized because of space or natural elements. Stoop Ball is a game, for example, which originated because of restrictions of space.

The games are introduced by a little

girl, Cricket Wicket, and her doll Ringo Leavio. They travel around the world to share games with children from all over. The added attraction of Long John Spoilsport, who tries to spoil fun, joins the game scene and adds to the enjoyment of the presentation.

The games included are:

	Program Version	
	30-minute	15-minute
Pinata	30	69
Jan Ken Po	29	68
No'a	35	35
El Gato y el Raton	31	31
Hand Jive	38	77
Stoop Ball	27	66
Snow Football	34	34
Hopscotch	32	32
Trick the Dancers	28	28

Cooking - Most children, given the opportunity, love to cook. Often, what they are allowed to make arouses only a passing interest in what can be a very satisfying experience. The recipes in the "Cooking with Woody" segments are sure to arouse and sustain an interest in cooking. There is a variety of foods for children to prepare. Some of them require occasional help from an adult, but this provides an opportunity for the adult to discuss the many aspects of cooking with the child and to share the pleasurable side of our cultural diversities. Woody the Spoon is a lovable character with voice dubbed by Bette Midler. There are thirteen recipes as follows:

	Program Version	
	30-minute	15-minute
Navajo Fry Bread (Dah Diniilghaazh)	25,26,27	64,65,66
Afro-American Cornmeal Pancakes (Johnny Cakes or Corn Pone)	28,29,30	29,67,69
Gohan--Japanese-Style Boiled Rice	7, 8, 9	19,46,47,48
Southern Sweet Potato Pudding	13,14,15	52,53,54
Butter Cookies	16,17,18	17, 55
Brazilian Fudge Balls	4, 5, 6	4, 6, 44
Mexican Baked Bananas	19,20,21	20, 60
Philippine Coconut Candy	10,11,12	49,50,51
Mexican Guacamole	1, 2, 3	2, 40,42
Puerto Rican Rice Pudding	31,32,33	33,70,71
Chinese Spareribs	37,38,39	38,76,78
Soul Spareribs	22,23,24	63
Korean Bulgi Ki - Fried Beef	34,35,36	73,74,75

Language Activities - Children will be surprised to discover the many ethnic influences on the American language. In activities such as Loan

Words, children find out that while we mainly speak English, our language is filled with words loaned to us from many other tongues.

Programs 1, 5, 38 (30-minute)
Programs 5, 38, 40 (15-minute)

The Sign Language activities explain why sign language became necessary among Native Americans and also give some samples of sign language to learn.

Program 10 (30-minute)
Program 49 (15-minute)

Black American Slang often replaces other words in our language because it is more descriptive and colorful. The activity on Black American Slang allows students to discuss some slang words and to make up others on their own.

Programs 2, 35 (30-minute)
Programs 41, 74 (15-minute)

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LUTHER

Purpose: To teach appreciation of differences in point of view.

Synopsis: Luther, the popular syndicated cartoon character, concludes each show with humorous stereotype-destroying points. Children will laugh as they begin to examine their own beliefs and move toward a positive acceptance of individual and group differences.

(Luther appears in all of the 30-minute versions and in the 15-minute version of programs: 2, 6, 7, 10, 11, 18, 19, 25, 29, 32, 33, 36, 37, 47, 48, 51, 55, 61, 67, 69, 74, 76)

IDEAS - LUTHER

Discussion questions:

1. Since a Luther cartoon comes at the end of each show, you may want to begin class discussion with the point of each cartoon.

Activities:

1. Have students make their own Luther cartoons. These can be done with drawings and words or just words.

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Acknowledgment: Human Relations Education: A Guidebook to Learning Activities, prepared by Human Relations Project of Western New York.

SHOW 1
Adventure Serial: Earth
"From A Pile of Planks"
Musical Instruments: The Drum
Make A New Friend: Beauty
(Repeated in Show 39)
Words: Loan Words II
Real People: Martin (1)
(Repeats in Show 32)
Martin Meets Nigel
Recipes: Guacamole
(Repeats in Shows 2 & 3)
Children's Questions:
What Does "Minority" Mean?
Luther: Being Friendly

SHOW 2
Adventure Serial: Earth
"Ready for Blast-Off"
Words: Black Slang
(Repeats in Show 35)
Story: Willie Tyler
(Repeats in Show 38)
What Do You Want To Be?
A City Planner
Real People: Martin (2)
Who Stole Nigel?
Recipes: Guacamole
(Repeats in Show 3)
Luther: Call Me Luther

SHOW 3
Adventure Serial: Earth/Space
"Shooting Through Space"
What Do You Want To Be?
A Jockey
Crafts: Pinata
Real People: Martin (3)
(Repeats in Show 33)
What's Wrong With Nigel?
Recipes: Guacamole
Children's Questions:
Why Are People Different Colors?
(Repeats in Shows 26 & 33)
Luther: Tickled Pink
(Repeats in Show 33)

SHOW 4
Adventure Serial: Space/Saniland
"Crash Landing"
Story: Pat Suzuki
(Repeats in Show 35)
What Do You Want To Be?
An Assistant Cameraman
Real People: Martin (4)
(Repeats in Show 34)
Does Nigel Bite?
Recipes: Brazilian Fudge Balls
(Repeats in Shows 5 & 6)
Children's Questions:
What Makes People Suntan?
Luther: We're The Same
(Repeats in Show 36

SHOW 5
Adventure Serial: Saniland
"The March To The Throne"
What Do You Want To Be?
A Steelworker
Words: Loan Words I
Make A New Friend:
Bumblebee
Real People: Martin (5)
(Repeats in Show 35)
Martin Makes A New Friend
Recipes: Brazilian Fudge Balls
(Repeats in Show 6)
Children's Questions:
Who Were The First Humans?
(Repeats in Show 37)
Luther: Black Hat

SHOW 6
Adventure Serial: Saniland
"The Trail Is Discovered"
What Do You Want To Be?
A Concert Harpsichordist
Crafts: Maracas
Musical Instruments
Making Musical Instruments
Real People: Martin (6)
Martin's Overnight Adventure,Part I
Recipes: Brazilian Fudge Balls
Luther: Play With Me

SHOW 7
Adventure Serial: Saniland
"Betty Surprises Them All"
Crafts: Native American Jewelry
What Do You Want To Be?
A Hair Stylist
Recipes: Gohan Rice
(Repeats in Shows 8 & 9)
Make A New Friend:
Samantha
Real People: Martin (7)
Martin's Overnight Adventure,Part 2
Children's Questions: What Makes
People's Hair Different?
(Repeats in Show 32)
Luther: Hair
(Repeats in Show 32)

SHOW 8
Adventure Serial: Space/Technovek
"Searching For Help"
What Do You Want To Be?
A Congressional Aide
Holidays: Potlatch
(Repeats in Show 33)
Real People: Martin (8)
(Repeats in Show 36)
Nigel Goes To The Library
Recipes: Gohan Rice
(Repeats in Show 9)
Luther: Best Hitter

SHOW 9
Adventure Serial: Technovek
"A Staggering Shock"
Story: Bill Withers
Make A New Friend:
Aunt Arrie
Crafts: Early Immigrant House
Real People: Please Remove Your
Footwear
(Repeats in Show 31)
Recipes: Gohan Rice
Children's Questions:
Why Do People Smell Different?
(Repeats in Show 28)
Luther: Salt & Pepper
(Repeats in Show 37)

SHOW 10
Adventure Serial: Technovek
"Mamavek Makes An Offer"
What Do You Want To Be?
A Carpenter
Crafts: Origami
Words: Sign Language
Real People: Lion Dance
(Repeats in Show 28)
Recipes: Philippine Cocoanut Candy
(Repeats in Shows 11 & 12)
Luther: Speak First
(Repeats in Show 34)

SHOW 11
Adventure Serial: Space/ Yun Yun
""The End Of The Rainbow"
Story: Diane Wolkstein
Long Ago: Isaac Murphy
(Repeats in Show 32)
What Do You Want To Be?
A Veterinarian
Children's Poetry & Art:
Chinatown II
Real People: Yukky
(Repeats in Show 28)
Recipes: Philippine Cocoanut Candy
(Repeats in Show 12)
Luther: New Kids
(Repeats in Show 35)

SHOW 12
Adventure Serial: Yun Yun
"The Secret"
What Do You Want To Be?
A Martial Arts Teacher
Story: Paul Russell
Crafts: Tie-Dyeing
Make A New Friend: Roberto
Real People: Alex's Dinner
Recipes: Philippine Cocoanut Candy
Luther: Just The Right Size

SHOW 13
Adventure Serial: Yun Yun
"It's Show Time"
What Do You Want To Be?
A Ceramicist
Long Ago: Mary Cassatt
(Repeats in Show 26)
Children's Poetry & Art
Taos-Native American Art
Real People: "Babysitter"
(Repeats in Show 29)
Make A New Friend: Angela
Recipes: Sweet Potato Pudding
(Repeats in Shows 14 & 15)

Luther: White/Black
(Repeats in Show 27)

SHOW 14
Adventure Serial: Yun Yun
"A Tale Of Woe"
Long Ago: Sequoya
(Repeats in Show 31)
What Do You Want To Be?
A Librarian
Children's Poetry & Art:
Chinatown 1
Real People: "Indians"
(Repeats in Show 30)
Recipes: Sweet Potato Pudding
(Repeats in Show 15)
Children's Questions:
What Does "Race" Mean?
Luther: Book Talk

SHOW 15
Adventure Serial: Yun Yun
"Mirrors Don't Lie"
What Do You Want To Be?
A Ballet Dancer
Holidays: Obon Festival
Make A New Friend:
Keiko
Real People: Joey (1)
Moving Day
Children's Questions: Genetics
(Repeats in Show 35)
Recipes: Sweet Potato Pudding
Luther: Dancing

SHOW 16
Adventure Serial: Yun Yun
"Playing The Game"
Children's Poetry & Art:
Fashion Show
Holidays: Birthdays
Real People: Joey (2)
Joey Meets Frankie
Recipes: Butter Cookies
(Repeats in Shows 17 & 18)
Children's Questions:
Why Do Words Hurt?
Luther: Nose So Big

SHOW 17
Adventure Serial: Space
"Collision"
Long Ago: Chinese Railroad Workers
(Repeats in Show 36)
What Do You Want To Be?
A Commercial Artist
Crafts: Kites
Real People: Joey (3)
The Birthday Present
Recipes: Butter Cookies
(Repeats in Show 18)
Children's Questions:
Why Can't Everyone Be The Same?
(Repeats in Show 36)
Luther: Puerto Rican

SHOW 18
Adventure Serial: Space/Bakaland
"Where Is The Door?"
What Do You Want To Be?
A Musician
Crafts: Haitian Drum
Long Ago: Lola De Tio
(Repeats in Show 30)
Real People: Joey (4)
The Theft
Recipes: Butter Cookies
Luther: What Do You Want To Be?

SHOW 19
Adventure Serial: Bakaland
"The Door Opens"
Long Ago: Charles Eastman
(Repeats in Show 28)
Crafts: Iroquois Hut
What Do You Want To Be?
A Computer Mathematician
Real People: Joey (5)
The Lesson
Recipes: Mexican Baked Bananas
(Repeats in Shows 20 & 21)
Children's Questions:
What Does "Prejudice" Mean?
(Repeats in Show 34)
Luther: Prejudiced

SHOW 20
Adventure Serial: Bakaland
"Collecting Clues"
What Do You Want To Be?
A Recording Engineer
Children's Poetry & Art:
Haiku
Real People: Joey (6)
Joey Makes A New Friend

Recipes: Mexican Baked Bananas
(Repeats in Show 21)
Luther: No Trouble Dude

SHOW 21
Adventure Series: Bakaland
"Adding Up The Clues"
Long Ago: World War II Nisei Regiment
Children's Questions:
Are All Asians Alike?
Story: Superlative Horse (1)
(Repeats in Show 37)
Recipes: Mexican Baked Bananas
Luther: Trouble Batter

SHOW 22
Adventure Serial: Bakaland
"The Vanishing Door"
Long Ago: Matthew Henson
(Repeats in Show 35)
Crafts: Kikuyu Hut
Story: Superlative Horse (2)
(Repeats in Show 38)
Recipes: Soul Spare Ribs
(Repeats in Shows 23 & 24)
Children's Questions:
What Does "Race" Mean?
Luther: Listening and Talking

SHOW 23
Adventure Serial: Space/Rurus
"Space Spin"
What Do You Want To Be?
A Landscape Gardener
Children's Questions:
Rich/Poor
(Repeats in Show 29)
Story: Superlative Horse (3)
(Repeats in Show 39)
Recipes: Soul Spare Ribs
(Repeats in Show 24)
Luther: Opposites

SHOW 24
Adventure Serial: Rurus
"Caught With The Loot"
Long Ago: Sojourner Truth
(Repeats in Show 38)
What Do You Want To Be?
A Lawyer
Real People: Jacinto (1)
My Name Is Jacinto
Recipes: Soul Spare Ribs
Children's Questions:
Why Can't We All Speak The Same?
Luther: Two Languages

SHOW 25
Adventure Serial: Rurus
"Behind Bars"
Long Ago: El Fego Baca
(Repeats in Show 37)
Children's Poetry and Art:
Chicano Art
What Do You Want To Be?
A Diamond Cutter
Real People: Jacinto (2)
Tony Is On Welfare
Recipes: Navajo Fry Bread
(Repeats in Shows 26 & 27)
Luther: Football

SHOW 26
Adventure Serial: Rurus
"Hategut Strikes Again"
What Do You Want To Be?
A Chemist
Children's Questions:
Why Are People Different Colors?
(Repeats in Show 33)
Long Ago: Mary Cassatt
Real People: Jacinto (3)
Boys Play Hopscotch
Recipes: Navajo Fry Bread
(Repeats in Show 27)
Luther: White Lie

SHOW 27
Adventure Serial: Rurus
"The Showdown"
What Do You Want To Be?
A Police Officer
Long Ago: Nat "Deadwood Dick" Love
(Repeats in Show 37)
Make A New Friend: Jackie
Games: Stoopball
Real People: Yukky
Recipes: Navajo Fry Bread
Fantasy: Give Me A Name
Luther: White/Black

SHOW 28
Adventure Serial: Rurus
"Back At Hategut's Hole"
Long Ago: Charles Eastman
Games: Trick The Dancers

Make A New Friend: Connie
Children's Questions:
Why Do People Smell Different?
Real People: Lion Dance
Recipes: Cornmeal Pancakes
(Repeats in Shows 29 & 30)
Luther: Right Size

SHOW 29
Adventure Serial: Space/Vocaville
"Jewels Of The Sky"
Make A New Friend: A Maid
Games: Jan Ken Po
Long Ago: Junipero Serra
Real People: "Babysitter"
Children's Questions: Rich/Poor
Recipes: Cornmeal Pancakes
(Repeats in Show 30)
Luther: You Can't Win Them All

SHOW 30
Adventure Serial: Space/Vocaville
"Windows To The Past"
What Do You Want To Be?
A Silkscreen Artist
Games: Pinata
Children's Poetry and Art:
El Museo Del Barrio
Long Ago: Lola De Tio
Real People: "Indians"
Recipes: Cornmeal Pancakes
Fantasy: Touch and Feel
Luther: Strangers

SHOW 31
Adventure Serial: Space/Vocaville
"The Final Voyage"
Long Ago: Sequoya
What Do You Want To Be?
A School Superintendent
Games: El Gato Y El Raton
Real People: "Please Remove
Your Footwear"
Recipes: Puerto Rican Rice Pudding
(Repeats in Shows 32 & 33)
Fantasy: Music
Luther: Dodge Game

SHOW 32
Children's Questions:
What Makes People's Hair Different?
Long Ago: Isaac Murphy
Games: Hopscotch
Story: Pura Belpre
Make A New Friend: Ethan
Real People: Martin (1)
Recipes: Puerto Rican Rice Pudding
(Repeats in Show 33)
Children's Questions:
What Makes People Suntan?
Luther: Hair

SHOW 33
Children's Questions:
Why Are People Different Colors?
Holidays: Potlatch
Story: Montalban
Make A New Friend: Arturo
Real People: Martin (3)
Recipes: Puerto Rican Rice Pudding
Fantasy: Shapes
Luther: Tickled Pink

SHOW 34
Children's Questions:
What Does "Prejudice" Mean?
Story: Tallchief
Games: Snow Football
Make A New Friend: Francis
Children's Poetry and Art:
Native American Art (1)
Real People: Martin (4)
Recipes: Korean Bulgi Ki
(Repeats in Shows 35 & 36)
Luther: Speak First

SHOW 35
Children's Questions: Genetics
Story: Suzuki
Games: No'A
Make A New Friend: Rana & Julie
Long Ago: Matthew Henson
Words: Black Slang
Real People: Martin (5)
Recipes: Korean Bulgi Ki
(Repeats in Show 36)
Luther: New Kids

SHOW 36
Children's Questions:
Why Can't Everyone Be The Same?
Long Ago: Chinese Railroad Workers
Crafts: Portuguese Fishing Boat
What Do You Want To Be?
A Travel Agent
Real People: Martin (8)

Recipes: Korean Bulgi Ki
Luther: We're The Same

SHOW 37
Children's Questions:
Who Were The First Humans?
Long Ago: Nat "Deadwood Dick" Love
Long Ago: El Fego Baca
Story: Wolkstein (2)
Story: Superlative Horse (1)
Recipes: Chinese Spare Ribs
(Repeats in Shows 38 & 39)
Fantasy: Take A Trip
Luther: Salt & Pepper

SHOW 38
Children's Questions:
Why Can't We All Speak The Same?
Long Ago: Sojourner Truth
Story: Willie Tyler
Games: Hand Jive
Words: Loan Words (2)
Story: Superlative Horse (2)
Recipes: Chinese Spare Ribs
(Repeats in Show 39)
Luther: Super Star

SHOW 39
Children's Questions:
What Does "Minority" Mean?
Beauty
Long Ago: Guitar
Story: Superlative Horse (3)
Recipes: Chinese Spare Ribs
Children's Questions:
Why Do Words Hurt?
Luther: Being Friendly

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Program Guide VEGETABLE SOUP Fifteen-Minute Version (78)

SHOW 1
Adventure Serial: Earth
"From A Pile of Planks"
Musical Instruments: The Drum
Make A New Friend: Beauty

SHOW 2
Adventure Serial: Earth
"Ready For Blast-Off"
Story: Willie Tyler
Recipes: Guacamole
Luther: Call Me Luther

SHOW 3
Adventure Serial: Earth/Space
"Shooting Through Space
What Do You Want To Be?
A Jockey
Crafts: Pinata

SHOW 4
Adventure Serial: Space/Saniland
"Crash Landing"
Story: Pat Suzuki
Recipes: Brazilian Fudge Balls
Children's Questions:
What Makes People Suntan?

SHOW 5
Adventure Serial: Saniland
"The March To The Throne"
What Do You Want To Be?
A Steelworker
Words: Loan Words I
Children's Questions:
Who Were The First Humans?

SHOW 6
Adventure Serial: Saniland
"The Trial Is Discovered"
What Do You Want To Be?
A Concert Harpsichordist
Recipes: Brazilian Fudge Balls
Luther: Play With Me

SHOW 7
Adventure Serial: Saniland
"Betty Surprises Them All"
Crafts: Native American Jewelry
What Do You Want To Be?
A Hair Stylist
Luther: Hair

SHOW 8
Adventure Serial: Space/Technovek

"Searching For Help"
What Do You Want To Be?
A Congressional Aide
Holidays: Potlatch

SHOW 9
Adventure Serial: Technovek
"A Staggering Shock"
Story: Bill Withers
Make A New Friend: Aunt Arrie

SHOW 10
Adventure Serial: Technovek
"Mamavek Makes An Offer"
What Do You Want To Be?
A Carpenter
Crafts: Origami
Luther: Speak First

SHOW 11
Adventure Serial: Space/ Yun-Yun
"The End Of The Rainbow"
Story: Diane Wolkstein
Children's Poetry & Art:
Chinatown II
Luther: New Kids

SHOW 12
Adventure Serial: Yun-Yun
"The Secret"
What Do You Want To Be?
A Martial Arts Teacher
Story: Paul Russell

SHOW 13
Adventure Serial: Yun-Yun
"It's Show Time"
What Do You Want To Be?
A Ceramicist
Long Ago: Mary Cassatt
Luther: White/Black

SHOW 14
Adventure Serial: Yun-Yun
"A Tale of Woe"
Long Ago: Sequoya
What Do You Want To Be?
A Librarian

SHOW 15
Adventure Serial: Yun-Yun
"Mirrors Don't Lie"
What Do You Want To Be?
A Ballet Dancer
Holidays: Obon Festival

SHOW 16
Adventure Serial: Yun-Yun
"Playing The Game"
Fashion Show
Holidays: Birthdays

SHOW 17
Adventure Serial: Space
"The Collision"
Long Ago: Chinese Railroad Workers
What Do You Want To Be?
A Commercial Artist
Recipes: Butter Cookies

SHOW 18
Adventure Serial: Bakaland
"Where Is The Door?"
What Do You Want To Be?
A Musician
Crafts: Haitian Drum
Luther: What Do You Want To Be?

SHOW 19
Adventure Serial: Bakaland
"The Door Opens"
Long Ago: Charles Eastman
What Do You Want To Be?
A Computer Mathematician
Recipes: Gohan Rice
Luther: Prejudiced

SHOW 20
Adventure Serial: Bakaland
"Collecting Clues"
Children's Poetry & Art:
Haiku
Recipes: Mexican Baked Bananas
Luther: No Trouble Dude

SHOW 21
Adventure Serial: Bakaland
"Adding Up The Clues"
Long Ago: World War II Nisei
Regiment
Children's Questions:
Are All Asians Alike?
Luther: Trouble Batter

SHOW 22
Adventure Serial: Bakaland

"The Vanishing Door"
Long Ago: Matthew Henson
Children's Questions:
What Does "Race" Mean?

SHOW 23
Adventure Serial: Space/Rurus
"Space Spin"
What Do You Want To Be?
A Landscape Gardener
Children's Questions: Rich/Poor
Recipes: Soul Spare Ribs

SHOW 24
Adventure Serial: Rurus
"Caught With The Loot"
Long Ago: Sojourner Truth
What Do You Want To Be?
A Lawyer

SHOW 25
Adventure Serial: Ruras
"Behind Bars"
Children's Poetry and
Art: Chicano Art
What Do You Want To Be?
A Diamond Cutter

SHOW 26
Adventure Serial: Rurus
"Hategut Strikes Again"
What Do You Want To Be?
A Chemist
Children's Questions:
Why Are People Different Colors?

SHOW 27
Adventure Serial: Rurus
"The Showdown"
What Do You Want To Be?
A Police Officer
Long Ago: Nat "Deadwood Dick" Love

SHOW 28
Adventure Serial: Rurus
"Back In Hategut's Hole"
Long Ago: Charles Eastman
Games: Trick The Dancers

SHOW 29
Adventure Serial: Space/Vocaville
"Jewels In The Sky"
Make A New Friend: A Maid
Children's Questions: Rich/Poor
Recipes: Cornmeal Pancakes

SHOW 30
Adventure Serial: Space/Vocaville
"Windows To The Past"
What Do You Want To Be?
A Silkscreen Artist
Children's Poetry & Art:
El Museo Del Barrio
Long Ago: Lola De Tio

SHOW 31
Adventure Serial: Space/Vocaville
"The Final Voyage"
Long Ago: Sequoya
Games: El Gato Y El Raton
Luther: Dodge Game

SHOW 32
Children's Questions:
What Makes People's Hair Different?
Long Ago: Isaac Murphy
Games: Hopscotch
Story: Pura Belpre
Luther: Hair

SHOW 33
Children's Questions:
Why Are People Different Colors?
Story: Ricardo Montalban
Recipes: Puerto Rican Rice Pudding
Luther: Tickled Pink

SHOW 34
Children's Questions:
What Does "Prejudice" Mean?
Story: Maria Tallchief
Games: Snow Football
Make A New Friend: Francis

SHOW 35
Children's Questions: Genetics
Story: Pat Suzuki
Games: No'A
Make A New Friend: Rana & Julie
Long Ago: Matthew Henson

SHOW 36
Children's Questions:
Why Can't Everyone Be The Same?
Long Ago: Chinese Railroad Workers
Crafts: Portuguese Fishing Boats

What Do You Want To Be?
A Travel Agent
Luther: We're The Same

SHOW 37
Story: Superlative Horse (1)
Fantasy: Take A Trip
Luther: Salt & Pepper

SHOW 38
Words: Loan Words II
Story: Superlative Horse (2)
Recipes: Chinese Spare Ribs

SHOW 39
Story: Superlative Horse (3)

SHOW 40
Words: Loan Words II
Real People: Martin (1)
Martin Meets Nigel
Recipes: Guacamole
Children's Questions:
What Does "Minority" Mean?

SHOW 41
What Do You Want To Be?
A City Planner
Words: Black Slang
Real People: Martin (2)
Who Stole Nigel?

SHOW 42
Real People: Martin (3)
What's Wrong With Nigel?
Recipes: Guacamole
Children's Questions:
Why Are People Different Colors?

SHOW 43
Real People: Martin (4)
Does Nigel Bite?
What Do You Want To Be?
An Assistant Cameraman

SHOW 44
Make A New Friend: Bumblebee
Real People: Martin (5)
Martin Makes A New Friend
Recipes: Brazilian Fudge Balls
Children's Questions:
Who Were The First Humans?

SHOW 4
Crafts: Maracas
Musical Instruments:
Making Musical Instruments
Real People: Martin (6)
Martin's Overnight Adventure,Part 1

SHOW 46
Real People: Martin (7)
Martin's Overnight Adventure,Part 2
Recipes: Gohan Rice
Make A New Friend: Samantha
Children's Questions:
What Makes People's Hair Different?

SHOW 47
Real People: Martin (8)
Nigel Goes To The Library
Recipes: Gohan Rice
Luther: Best Hitter

SHOW 48
Crafts: Immigrant House
Real People: Please Remove
Your Footwear
Recipes: Gohan Rice
Children's Questions:
Why Do People Smell Different?
Luther: Salt & Pepper

SHOW 49
Words: Sign Language
Real People: Lion Dance
Recipes: Philippine Cocoanut Candy

SHOW 50
Long Ago: Isaac Murphy
What Do You Want To Be?
A Veterinarian
Real People: Yukky
Recipes: Philippine Cocoanut Candy

SHOW 51
Crafts: Tie-Dyeing
Make A New Friend: Roberto
Real People: Alex's Dinner
Recipes: Philippine Cocoanut Candy
Luther: Just The Right Size

SHOW 52
Children's Poetry & Art:
Taos-Native American Art

Real People: Babysitter
Make A New Friend: Angela
Recipes: Sweet Potato Pudding

SHOW 53
Children's Poetry & Art:
Chinatown I
Real People: "Indians"
Recipes: Sweet Potato Pudding
Children's Questions:
What Does "Race" Mean?

SHOW 54
Make A New Friend: Keiko
Real People: Joey (1)
Moving Day
Children's Questions: Genetics
Recipes: Sweet Potato Pudding

SHOW 55
Real People: Joey (2)
Joey Meets Frankie
Children's Questions:
Why Do Words Hurt?
Recipes: Butter Cookies
Luther: Nose So Big

SHOW 56
Crafts: Kites
Real People: Joey (3)
The Birthday Present
Children's Questions:
Why Can't Everyone Be The Same?

SHOW 57
Long Ago: Lola De Tio
Real People: Joey (4)
The Theft

SHOW 58
Crafts: Iroquois Hut
Real People: Joey (5)
The Lesson
Children's Questions:
What Does "Prejudice" Mean?

SHOW 59
What Do You Want To Be?
A Recording Engineer
Real People: Joey (6)
Joey Makes A New Friend

SHOW 60
Story: Superlative Horse (1)
Recipes: Mexican Baked Bananas

SHOW 61
Crafts: Kikuyu Hut
Story: Superlative Horse (2)
Luther: Listening and Talking

SHOW 62
Superlative Horse (3)

SHOW 63
Real People: Jacinto (1)
My Name Is Jacinto
Recipes: Soul Spare Ribs
Children's Questions:
Why Doesn't Everyone
Speak The Same?

SHOW 64
Long Ago: El Fego Baca
Real People: Jacinto (2)
Tony Is On Welfare
Recipes: Navajo Fry Bread
Luther: Football

SHOW 65
Long Ago: Mary Cassatt
Real People: Jacinto (3)
Boys Play Hopscotch
Recipes: Navajo Fry Bread

SHOW 66
Make A New Friend: Jackie
Games: Stoopball
Real People: Yukky
Recipes: Navajo Fry Bread
Fantasy: Give Me A Name

SHOW 67
Make A New Friend: Connie
Children's Questions:
Why Do People Smell Different?
Real People: Lion Dance
Recipes: Cornmeal Pancakes
Luther: Just The Right Size

SHOW 68
Games: Jan Ken Po
Long Ago: Junipero Serra
Real People: Babysitter

SHOW 69
Games: Pinata
Real People: "Indians"
Recipes: Cornmeal Pancakes
Fantasy: Touch and Feel
Luther: Strangers

SHOW 70
What Do You Want To Be?
A School Superintendent
Real People: Please Remove
Your Footwear
Recipes: Puerto Rican Rice Pudding
Fantasy: Music

SHOW 71
Make A New Friend: Ethan
Real People: Martin (1)
Martin Meets Nigel
Recipes: Puerto Rican Rice Pudding
Children's Questions:
What Makes People Suntan?

SHOW 72
Holidays: Potlatch
Make A New Friend: Arturo
Real People: Martin (2)
What's Wrong With Nigel?

SHOW 73
Children's Poetry & Arts:
Native American Art
Real People: Martin (4)
Does Nigel Bite?
Recipes: Korean Bulgi Ki

SHOW 74
Words: Black Slang
Real People: Martin (5)
Martin Makes A New Friend
Recipes: Korean Bulgi Ki
Luther: New Kids

SHOW 75
Real People: Martin (8)
Nigel Goes To The Library
Recipes: Korean Bulgi Ki
Fantasy: Shapes

SHOW 76
Children's Questions:
Who Were The First Humans?
Long Ago: Nat "Deadwood Dick" Love
Long Ago: El Fego Baca
Story: Diane Wolkstein
Recipes: Chinese Spare Ribs

SHOW 77
Children's Questions:
Why Can't We All Speak The Same?
Long Ago: Sojourner Truth
Story: Willie Tyler
Games: Hand Jive

SHOW 78
Children's Questions:
What Does "Minority" Mean?
Make A New Friend
Beauty
Musical Instruments: Guitar
Recipes: Chinese Spare Ribs
Children's Questions:
Why Do Words Hurt?
Luther: Being Friendly

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